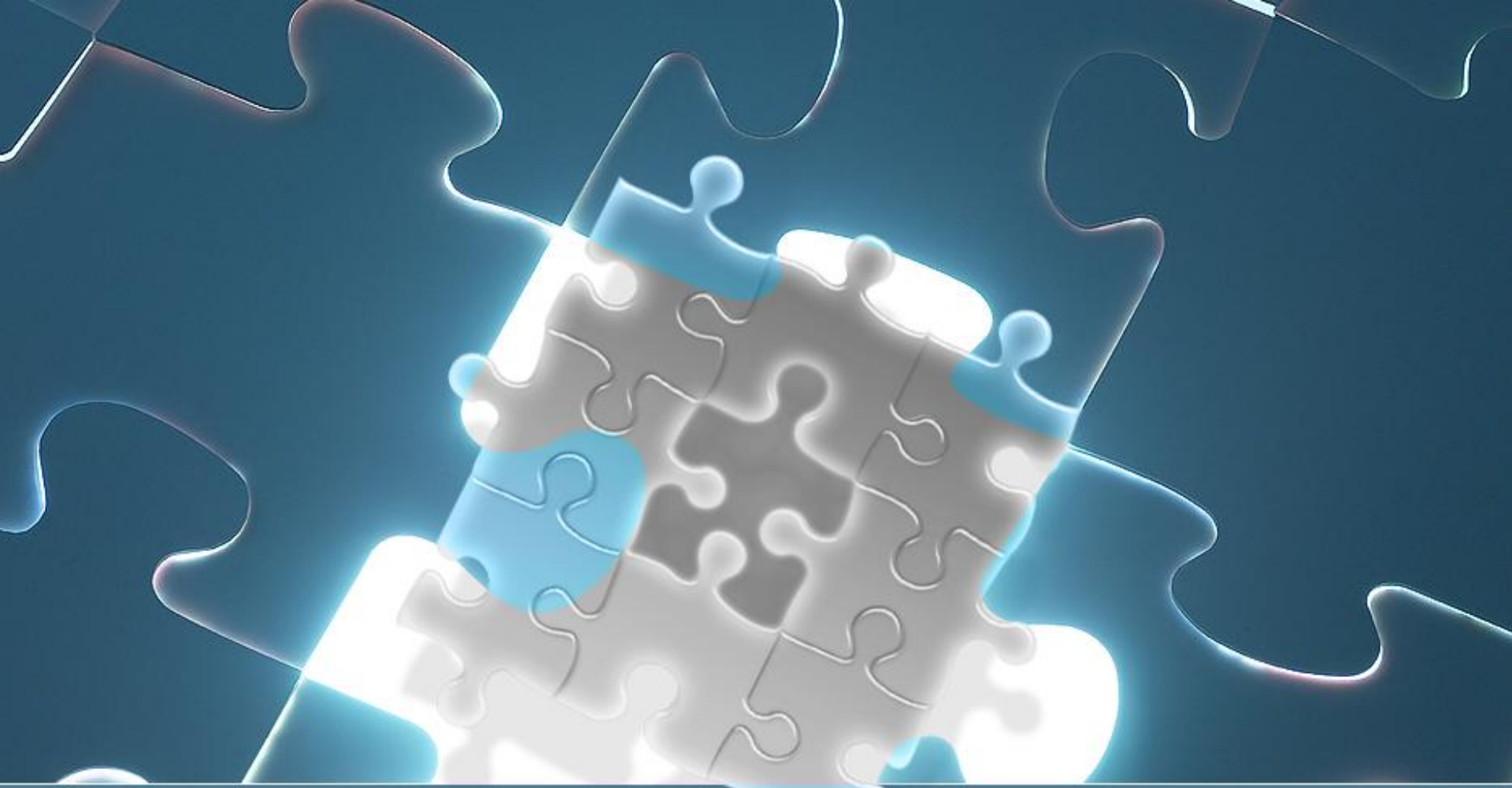


Understanding by Design

Charlotte Mohling
Wessington Springs

Understanding by Design

What is UbD?

Understanding by Design

What is UbD?

Backward Design Process…

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."

- Stephen R. Covey

What Is Understanding by Design?

- UbD is a process
- UbD is a way of thinking deeply about teaching and lesson design

Core Beliefs of UbD

- Coverage of material does not lead to understanding
- Knowing and understanding are not the same
- Quality design begins with the end in mind (standards)
- Assessment drives teaching & learning

UbD…Backward Design Process

STAGE 1
Desired Results

STAGE 2
Assessment

STAGE 3
Activities

Determine What Students Will Know, Do and Understand

Design Assessments To Guide Instruction

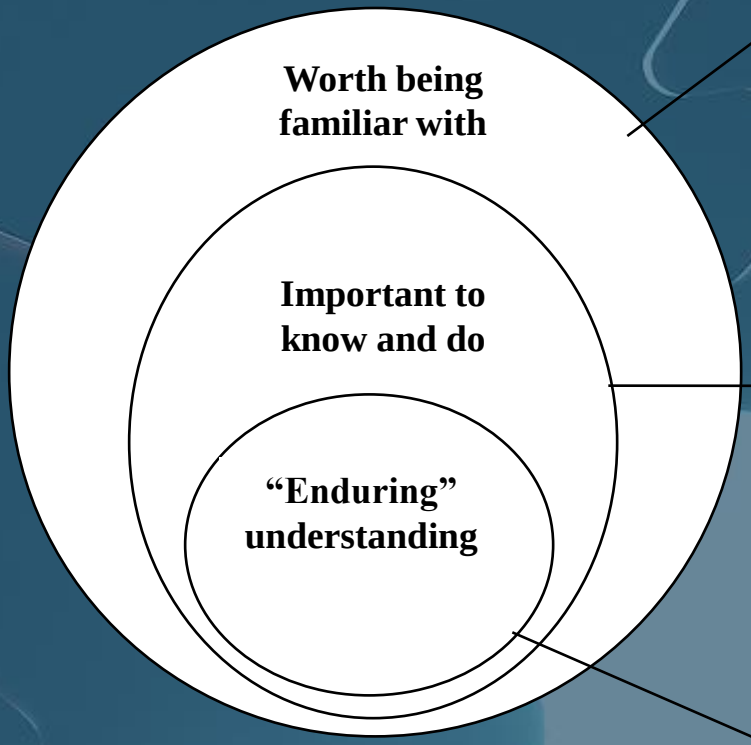
Design Learning Activities To Align with What You Want Students to Know and Be Able to Do

STAGE 1
Desired Results

Determine
What Students
Will Know, Do
and Understand

STAGE 1 -Desired Results

Start with the Standard



Knowledge that is worth being familiar with

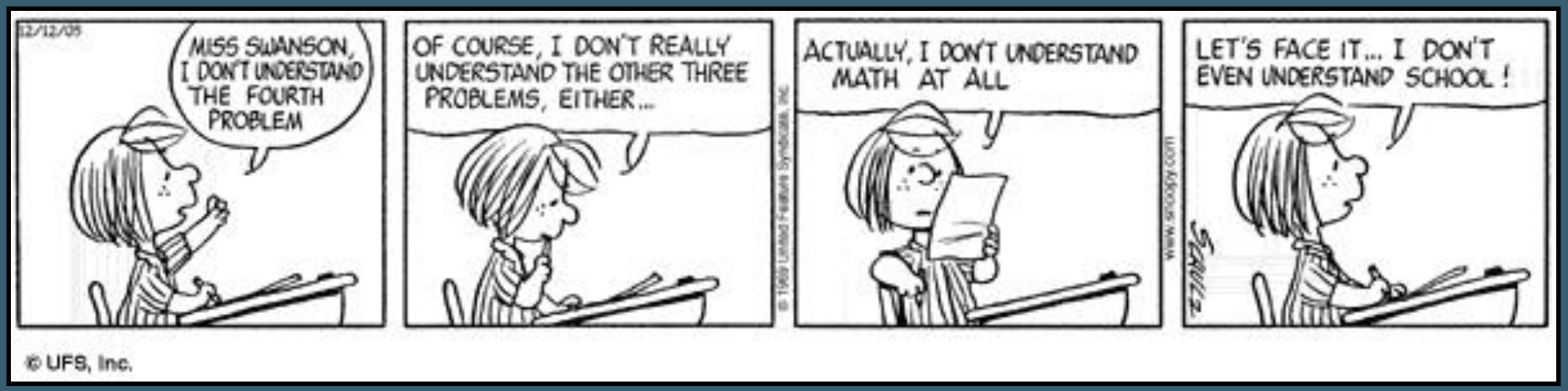
Knowledge and skills that are important to know and do

Understandings that are enduring

Assess work ethic attributes necessary for success

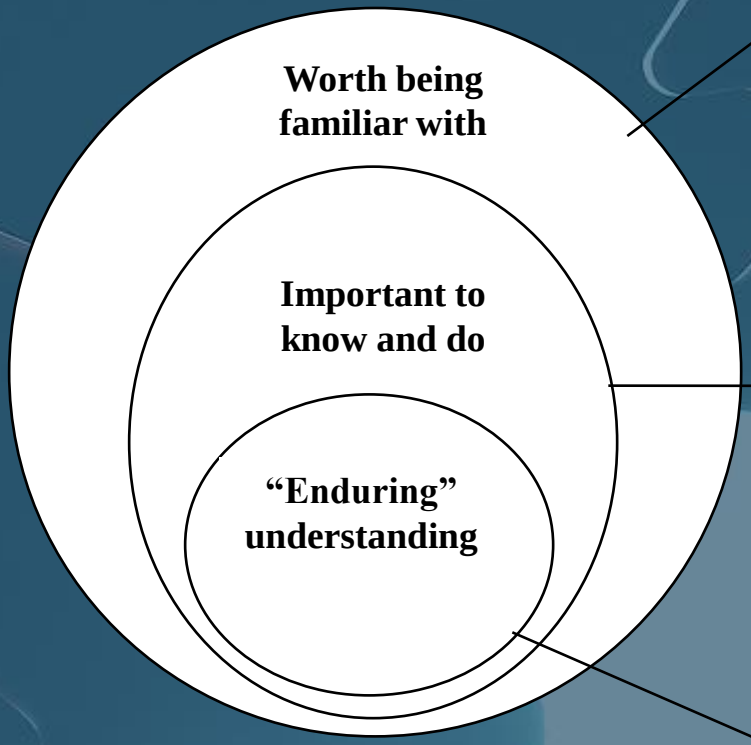
Stage 1: Desired Results	
Core Standard(s): ES 1.1 Assess work ethic attributes necessary for success	
Understandings: Students will understand that….	
Essential Question(s):	
Students will know….	Student will be able to …..

“Enduring” Understanding



What is the key concept you want students to remember?

Assess work ethic attributes necessary for success



All people can be successful in the world of work.

Assess work ethic attributes necessary for success

Stage 1: Desired Results	
Core Standard(s): ES 1.1 Assess work ethic attributes necessary for success	
Understandings: Students will understand that…. All people can be successful in the world of work.	
Essential Question(s):	
Students will know….	Student will be able to …..

Understanding by Design

UbD Stage 1 - Determining Desired Results

Begin your work…

…Select standard
……Identify "enduring" understanding(s)

Stage 1: Determine Desired Results

The Elements of Stage 1

EQ's

Essential Questions

"Essential" Questions

1. Important questions that recur throughout our lives
   - *broad in scope*
   - *timeless in nature*

"Essential" Questions

2. Core ideas and inquiries within a discipline

- *point to the core ideas in a subject*
- *historically important and still very much alive in the field*

"Essential" Questions

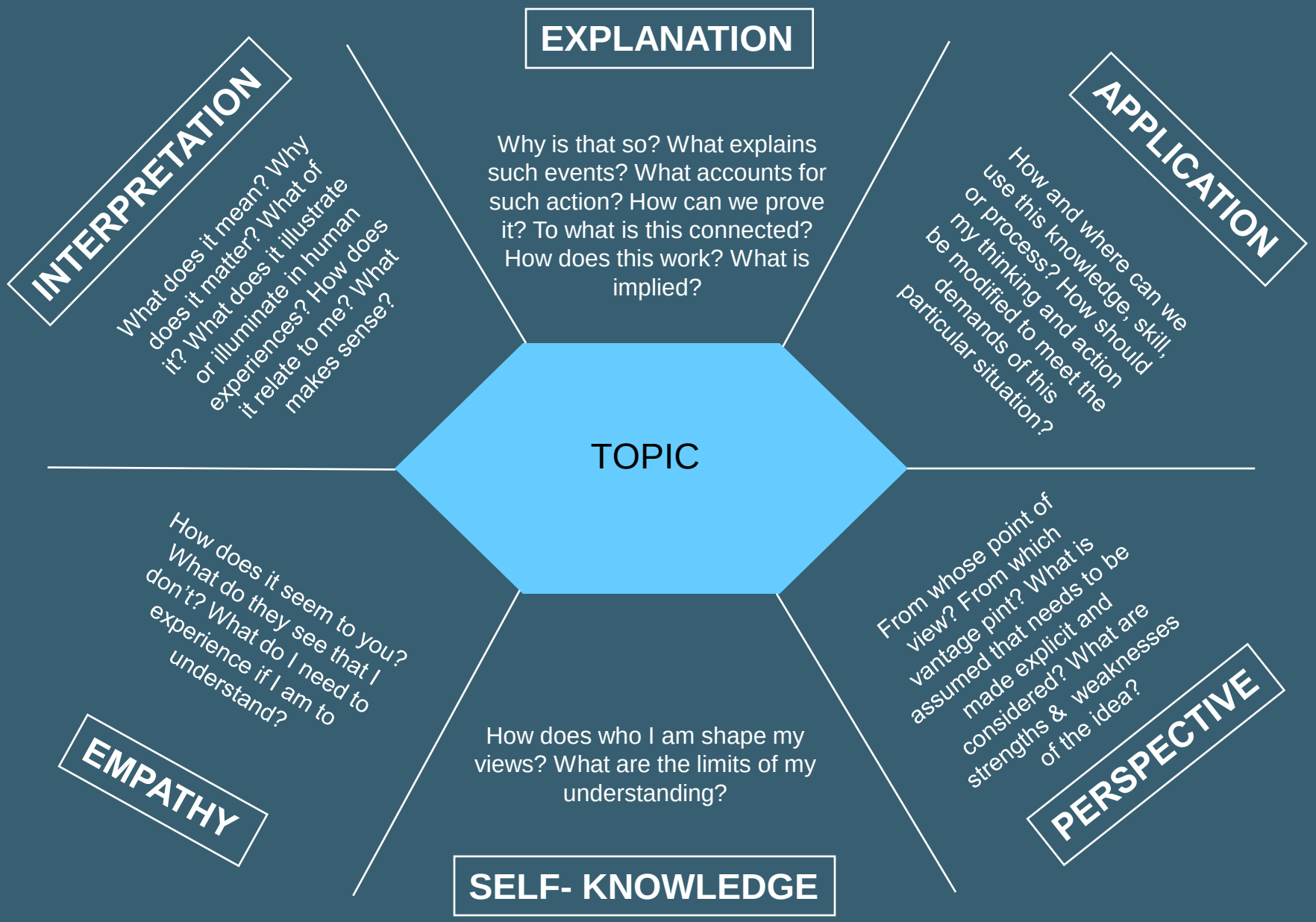
3. Engage a specific and diverse set of learners

- *hook and hold learners*

"Essential" Questions

- Cause genuine inquiry
- Provoke deep thought
- Require consideration of alternatives
- Stimulate re-thinking
- Spark meaningful connections
- Naturally recur

Generating Essential Questions



Assess work ethic attributes necessary for success

Stage 1: Desired Results	
Core Standard(s): ES 1.1 Assess work ethic attributes necessary for success	
Understandings: Students will understand that…. All people can be successful in the world of work.	
Essential Question(s): Why do people work? What determines a person's success?	
Students will know….	Student will be able to …..

ESSENTIAL QUESTIONS

- Why do people work?
- What determines a person's success?
- What is an effective website?
- What makes an effective photograph?
- What techniques are important in creating desktop publications?

Understanding by Design

UbD Stage 1 - Determining Desired Results

Continue your work…

…Develop your essential question(s)

Stage 1: Determine Desired Results

The Elements of Stage 1

EQ's

Essential Questions

K

Knowledge

S

Skills

Knowledge and Skills

Knowledge *(what we want students to know)*	*Skills* *(what we want students to be able to do)*
Students will know….. • Vocabulary • Terminology • Definitions • Key factual information • Formulas • Critical details • Important events & people • Sequence and timelines	*Students will be able to…..* • Basic skills – decoding, arithmetic computation • Communication skills – listening, speaking writing • Thinking skills – compare, infer, analyze, interpret • Research, inquiry, investigation skills • Study skills – note taking • Interpersonal, group skills

Assess work ethic attributes necessary for success

Stage 1: Desired Results	
Core Standard(s): ES 1.1 Assess work ethic attributes necessary for success	
Understandings: Students will understand that…. All people can be successful in the world of work.	
Essential Question(s): Why do people work? What determines a person's success?	
Students will know…. 10 essential work ethics	Student will be able to ….. Describe personal meaning of work Develop a personal definition of success. Explain the relationship of work ethics to success.

Understanding by Design

UbD Stage 1 - Determining Desired Results

Continue your work…

…What will students know?
…What will students be able to do?

Understanding by Design

STAGE 2
Assessment

Design
Assessments
To Guide
Instruction

Stage 2 - Assessment Evidence

What evidence is required?

DIRECT EVIDENCE:

- How will you assess the specific skills?
- What type of assessment will you use?
- Will it be used in a diagnostic, formative or summative way?

TARGETED SKILLS:

- What skills and/or knowledge are you assessing?

MY ONLY SKILL IS TAKING TESTS
SCHWADRON

Key Research Finding…

"Standards of student performance are raised when teachers design powerful classroom assessments for learning."

Black, P. & Wiliam, D. *Inside the Black Box*, 1998

Purposes of Assessment

1. To improve student learning
2. To inform teacher practice
3. To prepare students for adult life
4. To report

Common Assessment Habits

- Assessment on the fly
- Not aligned to standards/learning goals
- Bunched near the end of the unit
- Used as a threat/weapon

Assessment Evidence

- Performance Task/Project
- Informal Observations/Interviews
- Discussions
- Quizzes/Tests/Self-Assessments

Assessment Evidence

Stage 2: Assessment Evidence

What evidence will show that students understand?

Performance Task	Project	Quizzes
Tests	Informal Observations	Discussions
Interviews	Self-Assessment	Other

Understanding by Design

UbD Stage 2 - Designing Assessments

Continue your work…

…What evidence will you use to show that students understand?

Understanding by Design

STAGE 3
Activities

Design Learning Activities To Align with What You Want Students to Know and Be Able to Do

Stage 3 – Plan Learning Experiences and Instruction

A focus on engaging and effective learning

- What learning experiences and instruction will promote the desired understanding, knowledge and skill of Stage 1?
- How will the design ensure that all students are maximally engaged and effective at meeting the goals?
- How will you integrate technology in the learning experiences?

W

How will you help students know *where* they are headed and why?

H

How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

E

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions? What instruction is needed to *equip* students for final performance?

R

How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing, revising*, and *refining* their work based on feedback and self-assessment?

E

How will students *exhibit* their understanding about their final performances and products? How will you guide them in self-*evaluation* to identify the strengths and weaknesses in their work and set future goals?

Direct Instruction	Indirect Instruction	Interactive Instruction	Independent Study	Experiential Learning
Drill & Practice	Problem Solving	Debates	Essays	Field Trips
Compare & Contrast	Case Studies	Role Playing	Computer Assisted Instr.	Experiments
Demo	Inquiry	Panels	Reports	Simulations
Lecture	Reading for Meaning	Brainstorming	Homework	Games
Structured Overview	Reflective Discussion	Laboratory Groups	Research Projects	Role Playing
Didactic Questions (focus on 1 area)	Concept Mapping	Interviewing	Learning Centers	Model Building
		Co-Operative Learning		Surveys

"Coverage" Does Not Guarantee Understanding

"Class, I've got a lot of material to cover, so to save time I won't be using vowels today. Nw lts bgn, pls trn t pg 122."

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Stage 3 – Plan Learning Experiences and Instruction

Stage 3: Learning Plan
Motivation – Introduce and Explain How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

Model (Teacher presentation): What instruction is needed to *equip* students for final performance?

Stage 3 – Plan Learning Experiences and Instruction

Guided and Independent Practice (Student Engagement):
What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

Reflection/Assessment:
How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing, revising,* and *refining* their work based on feedback and self-assessment? How will students *exhibit* their understanding about their final performances and products? How will you guide them in self-*evaluation* to identify the strengths and weaknesses in their work and set future goals?

Understanding by Design

UbD Stage 3 - Designing Engaging, Effective Activities

Continue your work…

…What activities will you plan to engage your students in learning?

UbD…Backward Design Process

STAGE 1
Desired Results

STAGE 2
Assessment

STAGE 3
Activities

Determine What Students Will Know, Do and Understand

Design Assessments To Guide Instruction

Design Learning Activities To Align with What You Want Students to Know and Be Able to Do